Level 1 Award in AI Essentials for Business

Regulator

Qualification Reference Number Qualification Start Date

Last Date for Registration Available Age Ranges

Ofqual 610/4362/X

25 June 2024

24 June 2027

|  |  |
| --- | --- |
| Pre-16 |  |
| 16-18 |  |
| 19+ |  |



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Total Qualification Time 120 hours

Guided Learning 72 hours

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# About This Qualification

 The provided units align well with the UK's AI Skills for Business Competency Framework, addressing key

 areas such as:

* Understanding AI Concepts: Covered in Unit 1.
* AI Literacy and Communication: Addressed in Units 2 and 5.
* Ethics and Accountability: Focused on in Unit 3.
* Application of AI Tools: Covered in Units 2, 4, and 5.
* Technical Proficiency with AI Tools: Detailed in Units 5 and 6.
* Evaluation and Analysis of AI Outputs: Specifically addressed in Unit 6.

 This comprehensive alignment ensures that learners will acquire essential skills and knowledge to

 effectively use AI in business settings, supporting their employability and proficiency in an AI-driven

 workplace.

There are no formal entry requirements however, in order to benefit from undertaking the qualification, learners should possess communication skills sufficient to allow them to address the assessment requirements.

Assessment should be through the production of a portfolio of evidence presented for assessment by a suitably experienced Assessor. Mandatory assessment methods, where applicable, can be seen within the individual unit details.

Those who complete this qualification may wish to undertake other SFEDI Awards qualifications further details of which can be found on our website.

# Qualification Overview

|  |  |
| --- | --- |
| **Qualification Structure** | All Units are Mandatory |
| **Assessor Qualification Required****(please check details of appropriate Assessor qualifications later within this document)** | No |
| **IQA Qualification Required****(please check details of appropriate IQA qualifications later within this document)** | No |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** | **Reference Number** | **Mandatory/ Optional** | **Unit Level** | **Credit Value** | **Guided Learning (hours)** |
|  Introduction to Artificial Intelligence (AI) | M/651/2045 | M | 1 | 2 | 12 |
|  Setting Up and Using an AI Account | R/651/2046 | M | 1 | 2 | 12 |
|  Writing Effective AI Prompts | T/651/2047 | M | 1 | 2 | 12 |
|  Ethics and Responsible Use of AI | Y/651/2048 | M | 1 | 2 | 12 |
|  Practical Applications of AI in a Business  Setting | A/651/2049 | M | 1 | 2 | 12 |
|  Evaluating AI Outputs | H/651/2050 | M | 1 | 2 | 12 |

# About SFEDI Awards

SFEDI Awards was founded in 2007 creating the first dedicated Awarding Organisation specialising in business enterprise and business support, a standing still enjoyed to this day within the UK.

Our qualifications are built on the extensive research that underpins the SFEDI® National Occupational Standards and the expertise of the Institute of Enterprise and Entrepreneurs, the UK's only professional Institute dedicated to enterprise.

With our qualifications having been designed to be flexible to meet the wide range of demand within enterprise learning, we recognise the needs of industry to develop enterprising and entrepreneurial individuals to support the sustainability and growth of business and the wider community.

As the only dedicated UK Awarding Organisation, SFEDI Awards designs and develops a range of bespoke business enterprise and business support qualifications that are delivered through members of our both UK based and international delivery network.

Within this we also develop and publish best practice materials and resources to support the delivery of our qualifications to a high standard to ensure that learners gain all they require when either starting or progressing their enterprise journey.

### Customer Feedback

We are always keen to understand learners and centres thoughts on the content of all aspects of our qualifications and welcome feedback. This can be done by emailing us at customerservices@sfedi.co.uk and indicate in the header field, ‘Customer Feedback’.

# The Regulated Qualifications Framework (RQF)

The Regulated Qualifications Framework (RQF) is the vehicle for regulating qualifications within England and vocational qualifications within Northern Ireland. The framework provides a single, simple system for cataloguing all qualifications regulated by Ofqual by both level and size.

Qualifications on the Regulated Qualifications Framework (RQF) have both a level and a size allocated to them in order to support individuals in making an informed choice about the most appropriate qualification for them.

Each RQF qualification title contains the following:

* The level of the qualification (from entry level to Level 8)
* The size of the qualification (Award/Certificate/Diploma)
* Details indicating the content of the qualification

Each qualification has a published structure setting out what must be achieved by an individual in order to demonstrate their knowledge and skills in order to meet the required standard as part of the delivery and certification process.

### Qualification Level

The level of a qualification relates to the complexity and difficulty associated with the development of the knowledge and skills of a particular subject.

Qualification levels start at Entry Level and then progress from Level 1 through to Level 8

### Qualification Size

The size of a qualification is an indication of the total amount of time a qualification will take to complete indicated using the term Total Qualification Time (TQT)

Qualification sizes are expressed using the terms Award, Certificate or Diploma

### Total Qualification Time (TQT)

Total Qualification Time (TQT) provides a guide of the average time it takes to complete a qualification broken down into two types of activity:

* **Guided Learning (GL)** - made up of activities completed by the learner under the direct instruction or supervision of a lecturer, supervisor or tutor whether through physical presence or electronic means provided as a measurement of time in hours
* **Total Qualification Time (TQT)** - made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor provided as a measurement of time in hours

TQT is a new system used by the Regulator and will be phased in up to 31 December 2017.

# Institute of Enterprise and Entrepreneurs (IOEE)

The Institute of Enterprise and Entrepreneurs (IOEE) is the UK’s only Institute dedicated to ‘Learning by doing’ for anyone thinking about starting or running their own business and those who support them. By joining the IOEE it enables likeminded entrepreneurs to come together to share knowledge, experience and skills.

By undertaking this qualification an individual is eligible to receive one year’s study membership\* of the Institute enabling them to take advantage of the following benefits:

* Regular information on what’s happening through the IOEE quarterly publication Think Enterprise including case studies of people just like them who are becoming more enterprising
* Enterprise resources including videos and articles to enhance understanding of enterprise and entrepreneurship
* IOEE Enterprise Standards
* IOEE AI Business Bot – a specialist trained AI to support your business ideas and growth plans.

\*One year’s free study membership of the IOEE for SFEDI Awards learners aged 18 years and over and undertaking an eligible qualification

Further details of the Institute can be found at https://ioee.org.uk

# What Does SFEDI Awards Expect?

To offer this qualification an organisation is required to hold SFEDI Awards centre status and also apply for qualification approval. The latest information on the SFEDI Awards website can be viewed by clicking [here.](http://sfediawards.com/)

As we operate as a regulated Awarding Organisation we hold high regard to the standards of professional service we provide to centres and, in turn, the service centres deliver to their learners.

To support this, we operate a number of policies and procedures to ensure that we always operate in a fair and open manner.

Published on the SFEDI Awards website are policies and procedures covering the following areas:

* Appeals
* Complaints
* Continuous Professional Development (CPD)
* Customer Service Policy
* Direct Claims Status
* Equal Opportunities
* Invoicing
* Qualification Titling in Marketing and Logo Usage
* Malpractice and Maladministration
* Privacy
* Quality Bulletins
* Reasonable Adjustments
* Recognised Prior Learning
* Registration and Certification
* Retention of Records
* Whistleblowing

We are continually updating the policies and procedures available to view through the website so please keep checking back to make sure you have the latest information available. You can see the latest versions of all of these policies by clicking [here.](http://sfediawards.com/about-us/sfedi-awards-policies/)

### Learner Registration and Certification

Our online registration and certification system, Registr8, allows you to process information efficiently and quickly. You can register and certificate learners, produce reports, retrieve and view customer information and also access invoices and monitoring reports.

Learners should be registered with SFEDI Awards within 4 weeks of commencing the programme or qualification. It is the responsibility of the centre to obtain a Unique Learner Number (ULN), from the [Learner](http://www.learningrecordsservice.org.uk/) [Records Service,](http://www.learningrecordsservice.org.uk/) and accurately enter this into the Registr8 system in order that learner achievements can be recorded on their Personal Learning Record (PLR).

SFEDI Awards centres must use the Registr8 system to indicate where a learner has successfully completed the qualification and/or units within it. Where a centre holds Direct Claims Status (DCS) certificates will be issued, where this is not the case an External Quality Assurer will contact the centre to arrange sampling.

# How We Monitor Qualification Delivery

We pride ourselves in the continued quality of the delivery of our qualifications through our delivery network and in order to ensure that this is maintained we conduct both folder and systems monitoring activities.

We provide two monitoring activity reviews per year where a member of our Monitoring Team will review your organisation’s activities in order to provide feedback and support on your qualification delivery. If you think you need a visit simply contact our Customer Service Team on customerservices@sfediawards.com or 0845 224 5928 and we will be more than happy to discuss your requirements with you.

You will be provided with a report on completion of the monitoring activity feeding back on your organisation’s current performance against the SFEDI Awards Core Principles and planning activities to help support continuous improvement and the sharing of best practice.

In order to inform future monitoring activities, SFEDI Awards makes use of a risk rating system that provides an organisation with a rating determined by the findings of monitoring activities.

SFEDI Awards also conducts additional monitoring activities in order to provide support and ensure the continued quality of the delivery of our qualifications including:

* Customer Satisfaction Surveys
* Mystery Shopping
* Qualification Consultations and Reviews
* Thematic Reviews

Each of these allows us to ensure that the qualifications we provide and the way they are provided continues to support the development of the enterprise skills agenda and a truly entrepreneurial community.

### Direct Claims Status (DCS)

We operate a system called Direct Claims Status (DCS) providing you with the ability to certificate learners' achievements without the need for external monitoring activity taking place first. It is awarded at qualification level and not centre level and can be awarded and removed dependent on the consistency, quality and integrity of the qualification delivery within the centre.

Where a centre holds DCS a monitoring officer from SFEDI Awards will sample a selection of the folders worked on and completed since the last external monitoring activity.

Where a centre does not hold DCS for a qualification it will require an external monitoring activity to take place prior to being able to gain certification for learners.

### Internal Quality Assurance

Internal Quality Assurance will be completed by the SFEDI Awards centre and involves sampling of learners’ documents and assessment decisions to ensure standardisation across Delivery/Assessment staff and consistency and fairness of assessment following Awarding Organisation requirements.

SFEDI Awards provides quality assurance documentation that can be used by the centre for recording quality assurance decisions. We have provided templates which can be used within the annex of this document or alternatively they, and other templates, can be accessed on the [SFEDI Awards website](http://www.sfediawards.com/). These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure quality assurance practices are not disadvantaged. Minimum requirements can be accessed on the [SFEDI Awards website.](http://www.sfediawards.com/)

### Delivery/Assessment

SFEDI Awards centre staff should work with learners to ensure they understand the nature of the qualification and assessment approach. Both centre staff and the learner should agree at the beginning of the assessment journey how the assessment will be undertaken and what each can expect from the other, including arranging times and dates for learning and assessment activity and support. The Delivery/Assessment staff will follow the principles of plan, judge and feedback as described within professional standards.

SFEDI Awards provides assessment documentation that can be used by the centre for recording the planning, judging and feeding back of assessments. We have provided templates which can be used within the annex of this document or alternatively they, and other templates, can be accessed on the [SFEDI Awards website.](http://www.sfediawards.com/) These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure assessment practices are not disadvantaged.

Minimum requirements can be accessed on the [SFEDI Awards website.](http://www.sfediawards.com/)

### Delivery/Assessment/Quality Assurance Staff Requirements

There is no requirement for Delivery/Assessment or Internal Quality Assurance staff to hold the Assessment or Internal Quality Assurance qualification. It is recommended that, as best practice, staff should be working towards these or already achieved the appropriate qualification. If the centre decides to use none qualified tutors/trainers/line managers for the delivery or quality assurance of a qualification, prior approval must be sought from SFEDI Awards.

If you wish to access public funding for the delivery of qualifications, please refer to your funding agency for delivery staff qualification requirements.

# Assessment Methods

The following provides examples and explanations of the most common forms of assessment methods. Other methods can be used by centres to enable learners to demonstrate they meet the standards as detailed within the units.

### Initial Assessment

Centres should complete an initial assessment with learners prior to the commencement of the qualification to ensure that the subject matter and level of the qualification is the most appropriate to meet their needs.

This initial assessment should also form part of the planning process so that the most appropriate methods of assessment are chosen to suit the learner and their learning environment whilst also meeting any mandatory assessment methods the qualification may contain.

### Mandatory Assessment Methods

Some units may require mandatory forms of assessment to be completed. SFEDI Awards will make note in each unit whether mandatory assessment methods apply. If it states that there are no mandatory assessment methods, a suggestion of the types of assessments that could be used will be provided.

### Expert Witness/Witness Testimony

These are provided by external people as the Delivery/Assessment staff cannot possibly be present at all times when a learner completes a task that could be used as evidence. The testimony will be expected to detail who and what the activity entailed and where the activity took place. A template for the collection of a witness testimony has been provided later within this document.

### Observation

This is a recorded report of an observed activity to show who and what the activity entailed and where the activity took place. It is normally recorded by the Delivery/Assessment staff and should be planned for. On occasions the opportunity may arise for a naturally occurring observation but this must not be seen as common practice. A template for the collection of an observation has been provided later within this document.

### Product Evidence

This is a work product, for example a letter or research, that has been produced which can support the evidencing of performance. When using this form of evidence, it is important to ensure that confidentiality is adhered to and no information is provided that may compromise this. It may be appropriate to reference the location of product evidence within a professional discussion so that, if the quality assurer wishes to view it, then they can request a copy. A template for the collection of product evidence has been provided later within this document.

### Professional Discussion

This is a recorded report of a discussion between the learner and the Delivery/Assessment staff and should give real examples, where possible, of activity completed. It is normally recorded by the Delivery/Assessment staff and should be planned for. A Professional Discussion is not a question and answers session and should be led by the learner. A template for the collection of a professional discussion has been provided later within this document.

### Recognition of Prior Learning

Prior Learning can form part of the assessment process where the learner is able to demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess. In this instance the learner must provide evidence to show that the assessment criteria have been met.

The Assessor will make a professional judgement about the evidence presented, which could be in a variety of forms, including, a statement or professional discussion to explain what prior activity has taken place and how this links to the standards to be achieved. The assessment process for Recognition of Prior Learning should be rigorous, reliable and fair.

For full details of how recognition of prior learning can be used within SFEDI Awards qualifications please see the [SFEDI Awards website.](http://www.sfediawards.com/)

### Simulation

In exceptional circumstances evidence from simulation can be used to complement the primary evidence drawn from business enterprise activities. Simulation should only occur where:

* The candidate would otherwise be precluded from providing the necessary evidence for demonstrating they met the requirements of the standards because of the nature of their business or business idea

Simulated activities should match as closely as possible those that occur in a real business environment. This is particularly important where these activities and their outcomes are being assessed to provide evidence to demonstrate the candidate is meeting the requirements of the standards. If simulation is to be used, prior agreement as to the arrangements must be sought from SFEDI Awards prior to the assessment taking place.

Activities should take place in a realistic working environment that:

* Is based on business enterprise activities, events, challenges and markets
* Includes a comprehensive range of demands, activities, constraints and challenges typical of those that would be met in real a business enterprise
* Gives candidates access to facilities, advice and support that would be normal for the business enterprise activity, event or type of challenge represented
* Places candidates under pressures of time, resources and access to support that would be normal in a business enterprise
* Is organised and managed as would a real business enterprise situation
* Is subject to normal workplace controls regarding health and safety, equal opportunities, and codes of conduct

### Authentication of Learner Evidence

Centres must have knowledge and certainty that all assessments undertaken are entirely the work of the learner being assessed and a statement of authenticity signed by the learner and Assessor must be present within the portfolio. A template to record this statement has been provided later within this document.

### Feedback

Feedback must be provided to the learner for each assessment carried out and recorded on the assessment documentation and should feed into both assessment planning and the completion of progress reviews. The feedback should provide the learner with information relating to:

* Whether the planned assessment has been completed
* The quality of the assessment completed
* What has been covered within the standards
* What is required to be completed to move the qualification forward

Templates to support the planning and feedback functions have been provided later within this document.

### Data Protection and Confidentiality

Many of the potential assessment methods that could be used in order to support the delivery of a qualification may lead to the inadvertent collection of data and confidential information, for example where a piece of product evidence has been gathered.

In these instances, both the learner and the centre should take all reasonable steps to ensure that data protection and confidentiality legislation and policies are followed and data that should not be released within the public domain is protected.

### Protection of Minors in Evidence Collection

Where video or photography is used in order to collect evidence for the completion of a qualification, care should be taken where minors (those under 18) are included within. Both the learner and the centre have responsibility for ensuring child protection legislation and policies are followed and that minors are not put at risk.

If a minor is included within video and/or photographic evidence it is the responsibility of the centre to inform the learner of:

* The requirement to obtain the permission from the minor’s parent or guardian prior to collecting the

evidence

* The purpose of the restrictions that are in place when making use of video and/or photographic evidence
* The requirement to retain evidence for the purpose of quality assurance and the timeframe that evidence will be retained
* The requirement to store video and/or photographic evidence securely
* The associated child protection legislation

# Unit Structure

The following demonstrates the structure of units within SFEDI Awards qualifications:

#### Unit Reference Number Unit Title

**Unit Status** This will show whether the unit is mandatory or optional

**Unit Level** Level allocated to the unit on the RQF unit databank

**Credit Value** Credit value assigned to the unit

**Guided Learning** Learning hours required to complete the unit under the guidance of a

lecturer, supervisor or tutor whether through physical presence or electronic means

#### Unit Overview and Main Outcomes

This will provide you with the rationale for the unit and the knowledge and skills the learner will develop by undertaking the unit.

#### Assessment and Grading of This Unit

This will provide you with the grading structure for the unit and also will list the mandatory and/or suggested assessment methods for use in the completion of the unit.

#### Unit Content

This will provide you with the learning outcomes and assessment criteria that the learner must provide evidence for in order to complete the unit.

|  |  |
| --- | --- |
| **Learning Outcome - The learner will:** | **Assessment Criterion - The learner can:** |
| This shows what the learner needs to know, understand or do | This sets out the criteria the learner must meet and provide evidence against in order to complete the unit |

# Qualification Unit Details

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The following pages contain the units that are contained within this qualification

## M/651/2045 Introduction to Artificial Intelligence (AI)

**Unit Status** Mandatory

#### Unit Level 1

#### Credit Value 2

**Guided Learning** 12 hours

#### Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

* Understand the basics of Artificial Intelligence.
* Recognise the potential impact of AI on society and businesses.

#### Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

* Product evidence
* Learner statement/case study
* Pre-approved worksheets
* Professional discussion
* Recognition of prior achievement
* Recognition of prior learning
* Witness testimony

**Unit Content**

|  |  |
| --- | --- |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
| [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671097) |  Understand the basics of Artificial  Intelligence. | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527076) | Define what is meant by the term Artificial Intelligence (AI). |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527077) |   Identify 3 examples of AI in everyday life. |
| [1.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527078) | Explain the difference between AI and traditional computer programmes (for example, Word Processing software). |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671098) |  Recognise the potential impact of AI on  society and businesses. | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527080) |  Describe how AI can be used in various  industries (e.g., healthcare, finance, retail). |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527081) | Identify the benefits and challenges of AI adoption in businesses. |
| [2.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527082) |  Identify common misconceptions about AI. |

## R/651/2046 Setting Up and Using an AI Account

**Unit Status** Mandatory

#### Unit Level 1

#### Credit Value 2

**Guided Learning** 12 hours

#### Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

* Understand the process of setting up an AI account.
* Understand the basic functionalities of an AI platform.

#### Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

* Product evidence
* Learner statement/case study
* Pre-approved worksheets
* Professional discussion
* Recognition of prior achievement
* Recognition of prior learning
* Witness testimony

**Unit Content**

|  |  |
| --- | --- |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
| [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671097) |  Understand the process of setting up an  AI account. | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527076) | Identify popular AI tools and platforms available for beginners. |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527077) | Describe the steps to create an account on a chosen AI platform. |
| [1.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527078) | Demonstrate how to navigate the account setup process, including verification and initial configuration. |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671098) |  Understand the basic functionalities of an  AI platform. | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527080) | Identify the main elements of the user interface of an AI platform. |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527081) | Describe the basic features and tools available on an AI platform. |
| [2.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527082) |  Demonstrate initial tasks using the AI  platform, such as generating text and  answering simple questions. |

## T/651/2047 Writing Effective AI Prompts

**Unit Status** Mandatory

#### Unit Level 1

#### Credit Value 2

**Guided Learning** 12 hours

#### Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

* Understand the importance of clear and effective AI prompts.
* Develop skills in creating AI prompts for business tasks.

#### Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

* Product evidence
* Learner statement/case study
* Pre-approved worksheets
* Professional discussion
* Recognition of prior achievement
* Recognition of prior learning
* Witness testimony

**Unit Content**

|  |  |
| --- | --- |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
| [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671097) |  Understand the importance of clear and  effective AI prompts. | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527076) | Explain what an AI prompt is. |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527077) | Identify the elements of an effective AI prompt. |
| [1.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527078) | Demonstrate how to write a basic AI prompt. |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671098) |  Develop skills in creating AI prompts for  business tasks. | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527080) | Develop AI prompts for generating business emails. |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527081) | Develop AI prompts for writing short reports. |
| [2.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527082) |  Evaluate the effectiveness of different AI  prompts. |

## Y/651/2048 Ethics and Responsible Use of AI

**Unit Status** Mandatory

#### Unit Level 1

#### Credit Value 2

**Guided Learning** 12 hours

#### Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

* Understand ethical considerations in the use of AI.
* Recognise the principles of responsible AI use.

#### Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

* Product evidence
* Learner statement/case study
* Pre-approved worksheets
* Professional discussion
* Recognition of prior achievement
* Recognition of prior learning
* Witness testimony

**Unit Content**

|  |  |
| --- | --- |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
| [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671097) |  Understand ethical considerations in the  use of AI. | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527076) | Identify key ethical issues related to AI. |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527077) | Explain the importance of ethical AI usage. |
| [1.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527078) | Describe how to mitigate ethical risks in AI applications. |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671098) |  Recognise the principles of responsible AI  use. | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527080) | Explain why it is important to be open and clear about how AI is used. |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527081) | Describe why it is important to take responsibility when using AI. |
| [2.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527082) |  Identify best practices for responsible AI use  in a business setting. |

## A/651/2049 Practical Applications of AI in a Business Setting

**Unit Status** Mandatory

#### Unit Level 1

#### Credit Value 2

**Guided Learning** 12 hours

#### Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

* Understand how AI can enhance business processes.
* Apply AI tools to complete basic business tasks.

#### Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

* Product evidence
* Learner statement/case study
* Pre-approved worksheets
* Professional discussion
* Recognition of prior achievement
* Recognition of prior learning
* Witness testimony

**Unit Content**

|  |  |
| --- | --- |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|  [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671097) |  Understand how AI can enhance business processes. | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527076) | Identify common business tasks that can be improved with AI. |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527077) | Explain how AI can be used to automate routine tasks. |
| [1.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527078) | Describe the benefits of using AI for business communication. |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671098) |  Apply AI tools to complete basic business  tasks. | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527080) | Use AI to draft and refine business emails. |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527081) | Utilise AI to generate short business reports. |
| [2.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527082) | Demonstrate how AI can assist in scheduling and planning. |

## H/651/2050 Evaluating AI Outputs

**Unit Status** Mandatory

#### Unit Level 1

#### Credit Value 2

**Guided Learning** 12 hours

#### Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

* Understand the importance of evaluating AI outputs.
* Check if AI’s answers and suggestions are correct and useful.

#### Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

* Product evidence
* Learner statement/case study
* Pre-approved worksheets
* Professional discussion
* Recognition of prior achievement
* Recognition of prior learning
* Witness testimony

**Unit Content**

|  |  |
| --- | --- |
| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
| [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671097) |  Understand the importance of evaluating  AI outputs. | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527076) | Explain why it is important to check AI’s answers. |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527077) | Describe what could happen if AI outputs are not checked. |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/671098) |  Check if AI’s answers and suggestions are correct and useful. | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527080) | List things to look for to decide if AI’s answers are correct and useful. |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527081) | Demonstrate how to check AI’s answers against reliable sources. |
| [2.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2527082) |  Describe ways to make AI’s answers better  for business needs. |

# Annex

 **Supporting Documents**

###  SFEDI Awards offers a range of templates and supporting documents to support you. These can be found at

###  sfediawards.co.uk/centre-hub/Annex

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